**Unit: Editorial Design**

**Block Focus: Communicating through Design**

**Grade Level 9-12**

**Time Frame: Block 1 (first 6 weeks or so) Sept 10- October 10**

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| Brief Summary |
| Students will re-design a classic book cover into a new, contemporary design to fit modern day audiences. Students will use research to better inform their design. |

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| Learning Strategies |
| Experiential Learning, Demonstrations, Presentations, Tutorials, Self-assessment and Critiques |

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| Evidence of Learning |
| **Formative:** Students will be assessed on series of milestone performance tasks that relate to each phase of the design process such as: checks for understanding, project milestones, in-progress critiques, process folio,  **Summative:** Students will assessed on their body of evidence as shown in the Process Folio/personal website). This includes a self-assessment and artist statement reflecting on learning. Also students will prepare a student portfolio with selected work that demonstrates growth and mastery of standards. |

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| Unit Content Language Objective |
| Students will be able to communicate (through writing and design) their learning about book-design using internet research, tutorials, class critiques, and class demonstrations to broaden their knowledge and skills.  Supports available: a) one-on-one consults b) written and posted instructions c) teacher demonstrations d) peer critiques e) internet tutorials and videos |

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| Essential Knowledge |
| Design is all around us. Everything man-made has been designed.  Design professionals create designs in any number of fields.  Design is used to communicate information and style (look and feel).  Using a computer program (Photoshop) and a variety of tools, words, imagery, and composition are used to visually communicate information and style. |

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| Inquiry Questions |
| Why is a book’s cover design important?  How can I create a design that relates to the book?  What elements about a book’s cover design communicates information?  Who is the audience I’m designing my book towards? |

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| PWR: Postsecondary Workforce Readiness |
| This unit will develop the foundational understanding of what design is and how professionals learn and apply this process to create design solutions that are used in the world. |

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| Additional Notes |
| This unit will allow students to choose a classic book from the 50 x 50 list, as well as a “choice” book based on their own interests thus allowing them to connect to the process on a more personal basis. |

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| Unit Phase1: Research/Creative Brief | | | | |
| **Step** | **Activity/Task** | **Content Standards VA** | **CTE**  **Visual Design Arts** | **Notes** |
| 1 | Presentation on how design can have meaning/ typography | 1.1, 1.3, 4.2 | ARVD.01, ARVD.03 | Mon 11/9 |
| 2 | Select 2 books, one classic and one “choice” |  |  | Mon 11/9 |
| 3 | Research: Collect information and imagery on book/ fill out worksheet | 1.2, 1.3 |  | Mon 11/9 |
| Phase 2: Brainstorm | | | | |
| 4 | Create mood-board in  In-Design | 1.1, 3.1, 3.2 | ARVD.02  ARVD.01 | Tuesday 11/10 |
| 5 | Students do thumbnail sketches | 3.1, 3.2 | ARVD.02  ARVD.01 | Tuesday 11/10 |
| Phase 3: Designing/ variations | | | | |
| 8 | Continue Photoshop tutorials | 3.1, 3.2 | ARVD.02  ARVD.01 | Wednesday 11/11 |
| 9 | Students consult with a partner and share thumbnail sketches and mood-board | 2.1, 2.2 |  | Wednesday 11/11 |
| Phase 4: Designing Variations | | | | |
| 10 | Students work on book cover designs.  Other class will do consult partner share | 3.1, 3.2, 3.3 | ARVD.02  ARVD.01 | Thursday 11/12 |
|  | Students work on book cover designs. |  |  | Friday 11/13 |
|  | Students work on book cover designs. |  |  | Monday 11/16 |
| 11 | Students work on book cover designs. | 2.1, 2.2 |  | Tuesday 11/17 |
|  | In process Critique |  |  | Wednesday 11/18 |
|  | In Process Critique |  |  | Thursday 11/19 |
|  | Students continue to work on book design covers |  |  | Friday 11/20 |
| Phase 5: Reflection | | | | |
| 14 | Students write an artist statement of their design process | 2.1, 2.2, 2.3 |  | Turn in for review |
| 15 | Students upload the following to their website: Research, final article, variations, and artist statement |  |  | Turn in Weebly site for assessment |
| 16 | Students self-assess using rubric | 2.3 |  | Turn in for teacher assessment |
| 17 | Class Critique | 2.1, 2.2, 2.3 |  |  |
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**Vocabulary: composition, layout, design, audience, title, author, text, type-face, font-weight, focal point, serif/sans-serif**